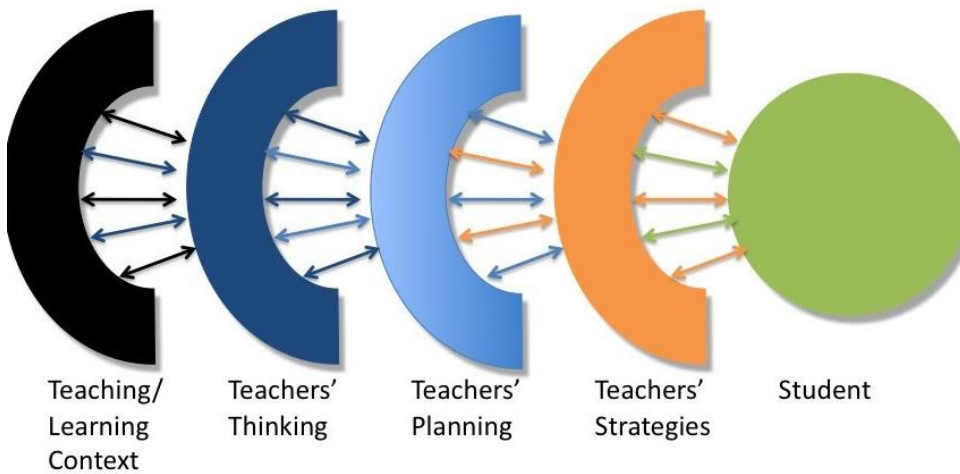




## Monthly Special Education Director Call

Special Education Programs  
November 16, 2021

1



## Effective Practices

2

## November Behavior Tip: Be Thankful for Strong Relationships



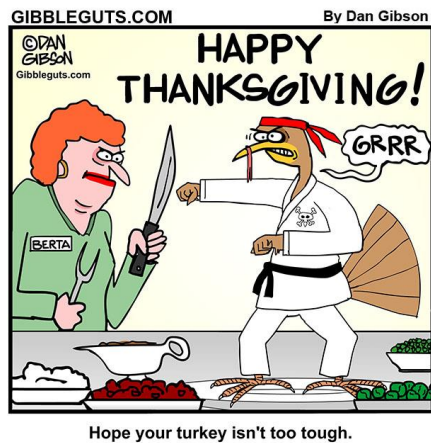
No significant learning can occur without a significant relationship.

- James Comer

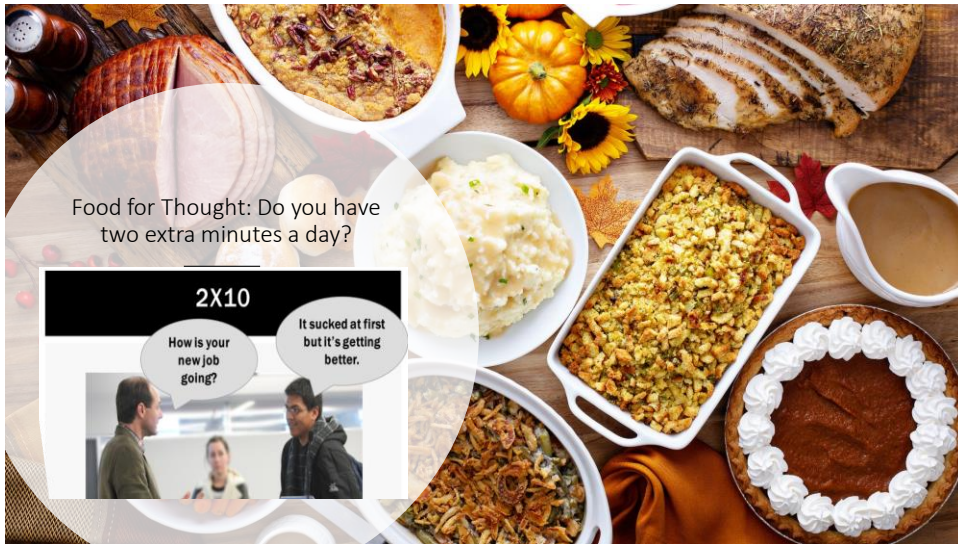
3

### Having Tough Conversations with Families about Behavior

- Build the relationship
  - Send home positive notes
  - Make positive calls home
- Be prepared
  - How will you stay positive?
  - Bring data
- Start with the positive
  - What does the student do well?
- Focus on the issue, not the student
  - Tell them they have a great kid
  - How is this **behavior** going to hold him/her back from full potential?
- Ask parents for suggestions
  - Find ways to incorporate the suggestions
- Leave with a plan
- Preserve the relationship!

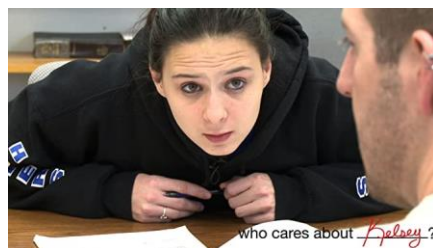


4



5

Skip Black Friday shopping and watch  
<https://whocaresaboutkelsey.com/about/the-film/>  
 instead!



6

## MTSS Informational Webinars

- Webinars will be recorded
- The applications to become part of the next PBIS and RTI cohorts will be available at that time and will be due February 18, 2022.

### PBIS Webinar

December 13, 12:00PM-12:30PM CST

Meeting Link:

<https://state-sd.zoom.us/j/99330816470?pwd=OFIrcEhCbTFpd2E0VnFOak1ZFhZdz09>

Meeting ID: 993 3081 6470

Passcode: 213362

Contact Becky Cain at [Rebecca.cain@state.sd.us](mailto:Rebecca.cain@state.sd.us) with any questions.

### RTI Webinar

December 15, 10:00-10:30AM CST

Meeting Link:

<https://state-sd.zoom.us/j/97599513874?pwd=dUo2Qmx0TFV2Y0JGTUJjWGk1WUhWQT09>

Meeting ID: 975 9951 3874

Passcode: 135761

Contact Brandi Gerry at [brandi.gerry@state.sd.us](mailto:brandi.gerry@state.sd.us) with any questions.

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## Dyslexia Assessment in SD – Virtual Training Added

- January 7<sup>th</sup> (8:30am – 4:00pm Central Time)
- District Assessment Teams
- Teams will complete assessments and complete consultation with trainer.
- Register on Go Sign Me Up  
(<https://southdakota.gosignmeup.com/public/Course/browse?courseid=13379>)

8

## High Leverage Practice (HLP) Highlight

HLP 8 and 22: Provide Positive and Constructive Feedback

---

### Feedback should be clear and specific.

Instead of:

"Great job on your essay Jacob!"

Try:

"Jacob, excellent job including details in your essay! The details you included (underline or direct attention to the details) help the reader understand why you took this position in your opinion essay."



9

## High Leverage Practice (HLP) Highlight

HLP 8 and 22: Provide Positive and Constructive Feedback

---

### Feedback should be focused on the task or process, not on the learner.

Instead of:

"Renita, you should try to be more responsible like Carlos and write your assignments in your planner every day."

Try:

"Renita, I noticed you haven't written your assignments in your planner this week. Let's put together a plan that will help you remember to write your assignments down at the end of each day."



10

## High Leverage Practice (HLP) Highlight

HLP 8 and 22: Provide Positive and Constructive Feedback

---

### Feedback should be immediate.

Instead of:

"Jevin, you got all 20 of these math problems wrong. We don't have time to correct them today, so you'll have to take this home and fix it."

Try:

"Jevin, you missed these first two math problems. Let's go over this first problem together using the PEMDAS steps on this chart.

*(review steps together and correct the two problems)*

Now try the next two and let me know when you are finished."



11

## High Leverage Practice (HLP) Highlight

HLP 8 and 22: Provide Positive and Constructive Feedback

---

### Teachers need high quality feedback too!

Instead of:

"Mrs. Walker, great job on your reading lesson."

Try:

"Mrs. Walker, your reading lesson included many evidence-based teaching practices. You used lots of choral responses which gave all students a chance to practice the skill. You connected the phonics skill with connected text using a decodable reader. You used lots of positive and specific feedback with your students. Great job!"



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## IEP QUALITY WEBSITE TIP OF THE MONTH



iepQ  
IEP Quality Project

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SOUTH DAKOTA  
DEPARTMENT OF EDUCATION  
Learning. Leadership. Service.

IEP Quality Website Tip of the Month



### Functional Needs in the IEP

Functional Goals target skills in areas of daily living that may impact school or post-school success.

These may include skills in the following areas:

- social / emotional / behavioral
- independent functioning
- community participation
- study skills
- motor skills
- speech and language communication

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Functional goals must also have **specific data in the PLAAFP** to support them! This may involve:

- Formal assessment (e.g. the BASC-3 : Behavior Assessment System for Children -3rd ed. rating scale)
- Observations and clearly documented observational data
- Interviews and discussion with the child, teachers, and parents/guardians
- Task analyses
- Consultation with service providers (e.g., SLP, OT/PT, Social Work)

### JASON: 3<sup>rd</sup> grade, services for Intellectual Disability

Jason's current classroom does not have a bathroom and he has had multiple accidents this school year, *averaging three times a week at the start of the year and now averaging twice a week*. Upon having an accident, he does not notify an adult. Once a peer or staff member notices, he needs help with putting his soiled clothes away and to clean himself fully. Jason uses the restroom when his whole class goes as a group, but rarely will ask to go during the day on his own, *averaging less than once a month based on the classroom bathroom log*. A paraprofessional will take Jason to the bathroom on his own or prompt him to do so, which has resulted in the decrease in bathroom accidents, but this prompting does not always correspond to his need to go and so has not eliminated them.



This is a good start, but more data is needed to get at the

## WHY?

Without more data, the team would be guessing at the needed instruction or annual goals focus for this behavior.

When asked to show staff where the bathrooms are located, *Jason was able to take them to the two bathrooms closest to his classroom without assistance on two attempts.*

When interviewed about his bathroom habits, Jason's parents and his classroom teacher from last year said that *he knows how to ask for the bathroom by saying, "bathroom, please."* However, he does not need to ask at home and his K, 1 and 2 classrooms had bathrooms in the classroom. He consistently uses the bathroom at home without accident *but had one accident in the past year when at a birthday party at a relative's new home.*

When taken to the restroom with his class, *Jason can participate in all aspects of the task* - going into the bathroom, shutting the door, pulling down his pants, using the toilet, wiping, pulling up his pants, flushing the toilet, opening the door, and washing his hands). He did need reminders to flush in two out of 10 observations.



According to his previous teacher records and two weeks of direct observation documentation (see attached schedule/scatter plot charts) accidents occurred in the main classroom but at different times of the day – three in the morning, five in the afternoon, and one just after lunch. However, in every instance, Jason was actively engaged in an activity, usually involving his peers.

Based on interviews with his parents and these teacher observations, Jason will start to sway/rock and touch the crotch area of his pants prior to having an accident. During school observations, he does not seem to be consciously aware of these physical behaviors when they are occurring as he continues to engage in his previous activity while doing them.

College, Career, Life Ready

doe.sd.gov

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Information at: <https://sd.iepq.org>

A screenshot of the IEP Quality Project website. On the left is a navigation menu with links: "Evaluation &amp; Reevaluation", "Transition", "Present Levels of Academic Achievement &amp; Functional Performance" (highlighted in blue), "Parental Educational Concerns", "Present Levels of Academic Achievement", "Present Levels of Functional Performance" (with a red arrow pointing to it), "Involvement &amp; Progress in the General Curriculum", "Goals and Objectives/Benchmarks", "Accommodations", "Assessment", and "Consideration of Special Factors". Below the menu is a dark box with white text: "Email Jessica Ahlers Jessica.Ahlers@state.sd.us for access to IEPQ." The main content area has a disclaimer: "The following goals and objectives were written for fictionalized students and are for example purposes only. They serve to demonstrate observable and measurable annual goals that contain all three elements of condition, behavior, and criteria for mastery and many reference State Standards. Many of these goals could be designated as fitting under more than one functional goal category. Changes in objectives are emphasized using italics." Below this is a note: "The use of these goals for for an IEP being written is strongly discouraged as they were written for fictionalized students. All annual goals should be written to meet the needs of the individual student." The page is divided into two columns of goal examples. The left column is titled "Academic Goals" and includes "Reading" (with a link to show examples), "Math" (with a link to show examples), and "Writing" (with a link to show examples). The right column is titled "Functional Goals" (with a red arrow pointing to it) and includes "Social / Emotional / Behavioral" (with a link to show examples), "Learning Strategies / Study Skills" (with a link to show examples), "Daily Living / Life Skills" (with a link to show examples), and "Speech / Language / Communication" (with a link to show examples). On the far right is a sidebar with links: "Web Sites", "Instruction &amp; Curriculum", "Behavior Data Collection Forms", "Example Goal &amp; Objective Statements" (highlighted in green), and "Special &amp; General Education Collaboration".

College, Career, Life Ready

doe.sd.gov

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## Supports and Accommodations Tip

Special Education- accommodations and supports	
<ul style="list-style-type: none"> <li>Accommodation Memo</li> <li>Districtwide Assessment Policy Guidance</li> <li>Reading Passages (Gr 3-6)</li> <li>Reading Passages (Gr 6-11)</li> <li>Special Accommodation Consideration</li> <li>Print on Demand</li> <li>National Center and State Collaborative (NCSC Alternative Assessment)</li> </ul>	
Designated Supports and Accommodation Information	
SD Accommodation Manual	SBAC Read Aloud Protocol
South Dakota's Tools, Supports, and Accommodations (SD-TSA)	SBAC Scribing Protocol
Reading Passages Accommodations	ISAAP Tool - Directions
Accommodations Summary	ISAAP - Online Tool
TIDE Settings Worksheet (updated)	
State Assessment Accommodations Worksheet	SBAC Multiplication Table
SBAC UAAG Supplement: Language Supports / (pdf)	SBAC Hundreds Chart

- Supports and Accommodations resources
  - <https://doe.sd.gov/Assessment/>
- In the Special Ed Section
  - Designated supports and accommodations table
    - SD TSA (Tools, Supports and Accommodations)
    - Accommodation Summary page
    - Multiplication Table

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### Supports and Accommodations Tip

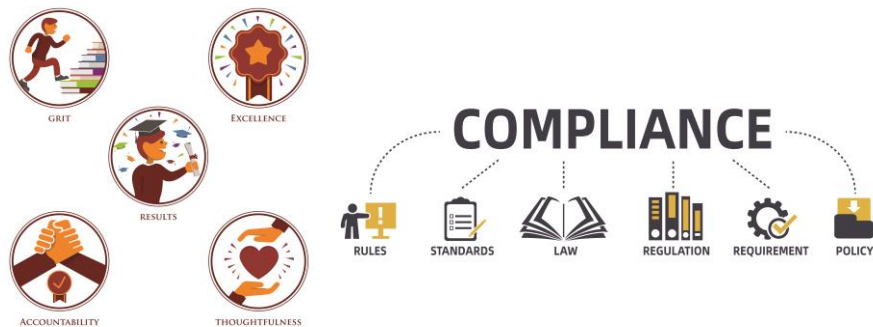
- Complete list with explanations found in the SD-TSA
- Caution: supports and accommodations must be needed for instruction before being used for assessment
- Caution: providing supports and/or accommodations when not needed may hinder rather than help the student

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# High School Transition: Youth Leadership Forum (YLF)

- Applications due Dec 23, 2021
- What is YLF
  - Week-long leadership training and career awareness program for high school students with disabilities
  - About 40 students selected
- When:
  - Jun 5-9, 2022
- Where:
  - Northern State University
- For more information and to find the application - <https://tslp.org/events/> or call your TSLP representative

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## Accountability

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## Review state special education documents

Ensure your staff is staying up to date on IEP processes and procedures.

On the Individual Education Plan website page, <https://doe.sd.gov/sped/IEP.aspx>, has valuable information. Under the Documents section, it contains this information to support special education process.

- [Eligibility in SD Guide 2016](#)
- [Evaluation Instruments \(Excel\) \(pdf\)](#)
- [Eligibility Tools and Resources - 2019](#)
- [IEP Technical Assistance Guide - 2020](#)
- [Alternate Assessment Participation Worksheet](#)
- [Sped Data Reporting Sheets \(pdf\) \(docx\)](#)
- [SD Accommodation Manual](#)

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## Special Education Data

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## Students on an IEP age 5 and in Kindergarten or Junior Kindergarten

Prior to Wednesday, December 1:

- Students aged 5 and on an IEP who were in an Early Childhood setting last year will need to have the placement setting changed to a 0100 code.
- The IEP team will need to determine the best setting for the student based on the student's needs.
- Follow the IEP process for an amendment.
  1. Record the changes on an amendment form, give copy to parents, and follow with PPWN.
  2. Write changes directly on the IEP with the date of the change, give the parents a copy, and follow with a PPWN

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### Indicator 7 Data

#### BDI-2 Program Notes

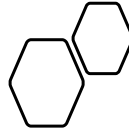
- Ensure Program Notes are added for each child once the eligibility is determined
- Run a data export to determine the children in need of a Program Note
- Directions for the data exports can be found on page 13 of the following document:  
<https://doe.sd.gov/sped/documents/0819-BDImanual.pdf>

#### BDI-3 Program Label

- Ensure Program Labels are added for each child once eligibility is determined
- Run data export to determine the children in need of a Program Label
- Directions for the data export can be found on page 2 of the following document:  
[http://onlinehelp.riversideinights.com/QRGs/BDI3/Reports\\_Center.pdf](http://onlinehelp.riversideinights.com/QRGs/BDI3/Reports_Center.pdf)

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## Program Label



1. 1,301 BDI-3 evaluations completed and 1,086 have Program Labels assigned
2. Only 215 without Program Labels. Please be sure to add Program Labels
3. Student will go into the district's "Children with No Assignments" when there is not a Program Label/Program Notes-effects Indicator 7 data

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## DECEMBER 2021 CHILD COUNT DATA COLLECTION

This Power Point presentation is intended to walk a school district special education staff person through the December 2021 Child Count data submission process. There are several screen shots included in this presentation, don't be alarmed if the dates on the screens reflect 2016 or 2017 or some other previous year, the information on how the program works or the actions needed to be completed remain the same for the current data collection.



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# Getting Started

- Access website:
- <https://www.doe.sd.gov/ofm/data-childcount.aspx>
- Need District Login and Password (login same as last year - password was set by district). If password is forgotten or misplaced, contact DOE to have it reset.
- Extract data file from district's Infinite Campus, save to desktop or some other easy to access folder (best format for uploading = csv)
  - Remember if uploading an excel file the worksheet name must be entered.
  - **If using an Excel data file please use a file with an extension of .xlxs.** Older versions of Excel will result in a failure to upload.
- Timeline for data submission: Dec 1st thru Jan 14th
- Final certification: due by Feb 11th

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From Infinite Campus you will need to run the below report and save as a CSV file.

Year: [dropdown] School: All Schools Calendar: All Calendars

Index Search Help < SD December Child Count Report

SD December Child Count is an unduplicated count of all children with disabilities ages 3-21 receiving special education and related services according to an individualized education program (IEP) on Dec. 1 each year when Effective Date is null. If an Effective Date is entered, child count data will represent data as of effective date. Data will be pulled for the Year selected in the main toolbar

Extract Format: CSV Effective Date: 12/1/2016

Generate Extract

Select Calendars

Which calendar(s) would you like to include in the report?

☒ list by school

Carthage Elementary  
15-16 Carthage Resd Elem  
Carthage High School  
Carthage Middle School  
Harrisburg Home School

**MUST BE 12/01/2021**

Click on this report

**Extract format MUST be csv!**

32

Below is a sample data file from Campus, several columns have been removed to be able to display here.

Make sure date column is **12/01/2021**, there are all zeros in the flagged column and no student has more than one enrollment record in the upload.

School Name	State ID	Student Name	Gender	State_Race_Ethnicity	Age	Grade	Flagged	Special_Ed_Category	Special_Ed_Program	Primary_Disability	State_School_Number	District Number	Serving_District	Date
District 67-1	111111112	Student Name	F	WH	10	4	0	110A		555	2	21001	21001	12/01/2020
District 67-1	111111113	Student Name	M	WH	7	1	0	100A		550	2	21001	21001	12/01/2020
District 67-1	111111115	Student Name	F	WH	11	5	0	110A		560	2	21001	21001	12/01/2020
District 67-1	111111114	Student Name	M	TR	6	KG	0	100A		525	2	21001	21001	12/01/2020
District 67-1	111111116	Student Name	F	WH	11	5	0	100A		525	2	21001	21001	12/01/2020
District 67-1	111111117	Student Name	M	WH	8	2	0	100A		550	2	21001	21001	12/01/2020
District 67-1	111111118	Student Name	F	WH	3	EC	0	315D		570	2	21001	21001	12/01/2020

If there are flags in your data extract or errors in your upload for students ages 3-5, please contact:

Angel Corrales  
At (605)773-3783 or  
Angel.Corrales@state.sd.us

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Access the database to upload data file, choose [CLICK HERE](#)

**Special Education December Child Count**

Child Count is an unuplicated count of all children with disabilities ages 3 - 21 receiving special education and related services according to an individualized education program (IEP) on December 1st of each year.

[Log in to the Child Count Data Collection](#)

**Child Count 2021 Timelines:**

- Districts may begin uploads on December 1, 2021
- Child Count must be submitted by January 14, 2022
- Final Certification must be completed by February 11, 2022

For more information, contact the Department of Education's Office of Finance and Management at 605-773-3248.

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Enter login and password, click on SUBMIT.

Launchpad 2013

*South Dakota*

Launchpad Applications for State of South Dakota

Logon Name:

User Password:

System is to be used by authorized personnel.  
Usage is logged.

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Click on DE64SEChild Count....

Launchpad 2013

*South Dakota*

Last Logon: 11/13/2014 9:55:58 AM

Launchpad Applications for State of South Dakota

[Applications](#)

[Production Internet Applications](#)

[DE64SEChildCount](#)

[Change Password](#)

[About](#)

36

Choose the appropriate file type; csv or excel (**you may only use Excel 2010, file ends with \*.xlsx**) if choosing excel you must note the name of the worksheet that includes the data). Then click on Browse to find data file and finally Upload File. If the file has no errors, you will get a summary of the count of records and a button to IMPORT RECORDS.

The menu items: PPPS Students and PPPS Signoff will only be displayed if the district is required to submit private school student data.

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Note: On the below example we are uploading an excel file – the name of the worksheet is prism. If uploading a CSV file – no sheet name is required.

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This file has errors and therefore it will not load...each line will identify the student for which the error has been detected AND a short description of the type of error. Time to fix the errors either in Campus or if due to a multiple records for the same student – to fix the file before attempting another upload.

### Child Count Upload

File Type: csv

[View File Layout](#) [View Upload History](#)

[Upload File](#) [Browse...](#)

Record	Error
Parkston 33-3 Elementary, 7/7/7/7/7/7/7 student 7 F WH 03/02/2009 6 KG 1 315 0.67 C 555 2 33003 33003 12/01/2015	This record has been flagged
Parkston 33-3 SPED Out of District Placement, 1000000001 student 10 M WH 04/08/2008 7 1 0 100 0.67 C 505 97 33003 49317 12/01/2015	State must be 8 or 9 digits

Total number of rows read: 10

Number of rows with errors: 2

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Below is the screen that will reflect a successful upload – **you must click on Import Records** to proceed.

### Child Count Upload

File Type: Excel

Sheet Name: prism

[View File Layout](#) [View Upload History](#)

[Upload File](#) [Browse...](#)

Total number of rows read: 15

Number of rows with errors: 0

[Import Records](#)

40

Below is the submission signoff page – providing a summary count by LRE and primary disability. Sign here after reviewing and verifying your data.

**December 2021 Child Count Totals by Category and Disability**

Aberdeen DE-1

Category	600 Caf. Blind	605 Emotional Disturbance	610 Cognitive Disability	611 Hearing Loss	621 Specific Learning Disability	630 Multiple Disabilities	635 Orthopedic Impairment	640 Vision Loss
600 - Gen Class w/ Modifications	0	0	0	0	1	0	0	0
610 - Resource Room	0	0	0	0	0	0	0	0
620 - Self-Contained Classroom	0	0	0	0	0	0	0	0
630 - Separate Day School	0	0	0	0	0	0	0	0
640 - Residential Facility	0	0	0	0	0	0	0	0
650 - Home/Hospital	0	0	0	0	0	0	0	0
610 - EC 10 hrs. in district	0	0	0	0	0	0	0	0
615 - EC 10 hrs. other location	0	0	0	0	0	0	0	0
625 - EC less 10 hrs-in district	0	0	0	0	0	0	0	0
630 - EC less 10 hrs-oth location	0	0	0	0	0	0	0	0
635 - Home/Hospital	0	0	0	0	0	0	0	0
645 - Separate School	0	0	0	0	0	0	0	0
655 - Residential Facility	0	0	0	0	0	0	0	0
665 - Home	0	0	0	0	0	0	0	0
675 - Service Provider Location	0	0	0	0	0	0	0	0
<b>Totals</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>

Totals by Disability

Totals by Category

Submitted By:

Title:

Date: 9/29/2017

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## OPTIONS FOR REVIEWING DATA

- Menu item – Summary by District provides a count by disability for either the entire district or for a selected school
- Menu item – Summary by School provides an option to choose a school and view student data.
- DVR Reports: Education Setting & Grade vs Age
  - DVR Ed Setting – includes any child reported for which the educational setting code may not be appropriate
  - DVR Grade vs Age – includes any child for which the grade assignment reported is not typical for the age of the child
- Summary by Instructional Program Type
  - Provides a listing of all children and their reported instructional program type; this is a report your school business official may be interested to review.



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## Child Count Summary

There are two options to review data for each student; click on student's name OR click on paper/pencil icon under column VIEW. This is read only access – you are not able to make any corrections. If a correction is needed, contact DOE.

School  
Parkston Elementary - 02

View	Student Disabilities	Total
	500 - Deaf-Blind	0
	505 - Emotional Disturbance	0
	510 - Cognitive Disability	0
	515 - Hearing Loss	0
	525 - Specific Learning Disability	2
	sample2, student	
	sample3, student	
	530 - Multiple Disabilities	0
	535 - Orthopedic Impairment	0
	540 - Vision Loss	0
	545 - Deafness	0
	550 - Speech/Lang Disorder	0
	555 - Other Health Impaired	0
	560 - Autism	1
	sample1, student	
	565 - Traumatic Brain Injury	0
	570 - Dev. Delay	1

Using this menu option, you can expand by clicking on the + sign to see each student reported for that disability.

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## REPORT OPTIONS

- Click on the Menu item – Reports
- Select Report Group dropdown – District
- Reports available:
  - Child Count List – will need to click on OPEN at bottom of screen, this report is the same as the child count listing that you have received in previous years.
  - Disability Report – will preload with data for all schools, all disabilities – however report may be filtered using parameters at the top of the screen for a selection of a school and/or disability (click View Report to update based on new parameters requested).
  - Multiple Disability Report – will need to click on OPEN button at the bottom of the screen, this report provides a detailed review of the data for reported MD students and also their funding level.

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## REPORTS CONTINUED.....

- Statistical Profile Report – this report will preload with data for all schools, all disabilities – similar to the Disability Report you may select a school and/or disability. To view previous years data you must return to main menu bar and change year to any previous year.

School: ALL SCHOOLS Primary Disability: ALL DISABILITIES View Report

2014 STATISTICAL PROFILE SUMMARY

Primary Disability: ALL DISABILITIES  
 District: Parkison 33-3  
 School: ALL SCHOOLS  
 Sort Code: ALL SORT CODES

Ethnicity	Count	Grade	Count	Ed Setting	Count	Age	Count	Gender	Count
Asian	2	1	1	100	10	4	1	F	5
Black	2	2	1	110	1	6	1	M	10
Hispanic	1	3	1	120	1	8	1	Total:	15
Multiple Races	3	4	3	130	1	9	1		
Native American	2	5	1	140	1	10	4		
Pacific Islander	2	6	1	315	1	12	1		
White	3	8	2	Total:	15	13	1		
Total:	15	9	1			14	1		
		10	1			15	1		
		12	2			16	1		
		EC	1			17	1		
		Total:	15			20	1		
						Total:	15		

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## REPORTS CONTINUED:

- Child Count, by Age
  - Total Child Count reported by age 3 - 21
- Child Count, by Grade Level
  - Total Child Count reported by grade levels EC - 12
- Child Count: Ages 3 – 5
  - Total students ages 3 – 5, by education setting
- Child Count: Ages 6 – 21
  - Total students ages 6 – 21, by educational setting
- Disability Count Report
  - Total district count, by primary disability
- Private School Students (PPPS)
  - List of private school students for which services are not provided by the district.
  - List of private school students for which services ARE provided can be printed from the screen on which the district signs off.

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## PPPS (PARENTALLY PLACED IN PRIVATE SCHOOLS) DATA COLLECTION

**AFTER** the Child Count data is submitted and the district has signed off -- then a district, if required, may upload or enter data for private school students. The menu item PPPS Students is one of the options available under "Action".

SE Child Count  
Production

Child Count Year  
2021

Select District  
Aberdeen 06-1

Action

- Final Certification
- Upload
- CC Submission
- PPPS Students
- PPPS Submission
- Submission Summary
- PPPS Sign off list
- Summary by District
- Summary by School
- Student Search

Support Tables

- Administration
- Reports
- Close

Click on PPPS Students

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## ENTERING DATA FOR PRIVATE SCHOOL STUDENTS

Districts required to submit data on (KG-12) private school students have three options:

- Districts may indicate that they have no private school students to report
  - Click No, and then click SAVE
  - Proceed to PPPS Signoff, click on Submit after entering name and title
- Districts may enter the data for their private school students
  - Indicate Yes, then click on Enter, Save & Continue
  - If the district has not yet finalized (signed off) on the child count upload – that must be completed first. An error message will display to remind you to sign off on the student child count.
  - If the district has signed off on the student child count, click on Save & Continue and Add.
    - Services Provided to this student? Yes or No
    - State ID of student – if reported yes to the first question the student MUST be included in your student child count and if reporting no the student should NOT be included in the student child count
    - If the services are provided (YES) and state ID is entered the name of the student should be displayed following the state ID data field and the birthdate should be entered for you.
    - Click on Insert
    - Continue to add all students in same manner
- Districts may upload the data for their private school students
  - If the upload option is chosen, click Save & Continue
  - On following screen browse for data file of PPPS students and click on Upload File
    - File must be either a .csv or .xlsx file type and must include a header row
    - Data must include:
      - District Number
      - State ID # (9 or 10 digits)
      - Birthdate(mm/dd/yyyy)
      - Services Provided (Y or N)
    - Click on Upload File, if there are no errors, Click on Import

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## FINAL STEPS BY DOE

1. When all districts have completed their data submission and submission of data signed off (by January 14, 2022), DOE will review before finalizing the data for federal reporting purposes.
2. With the assistance of BIT we will review data to ensure that all data is reflective of the data reported in your district INFINITE CAMPUS student data program.
3. All districts will be notified by email when all edits are complete.
4. As per ARSD 24:05:17:09 the district superintendent will complete a signoff for a final certification of the data reported by February 11, 2022.



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## FINAL CERTIFICATION SIGNOFF

Near the end of January all districts will be notified that final certification of the child count data submission may now be completed. All district superintendents will be required to log in, click on final certification menu item and enter their name and title and click print and submit. Final certification should be completed by February 11, 2022.

**Child Count Year**  
2021

**Select District**  
Panatton 33-3

**Action**  
Final Certification  
Upload  
CC Submission

**Child Count Certification**

Primary Disability	Count of Students
Learning Disabilities	
Emotional Disturbance	
Physical Disability	
Profound Hearing Impairment	
Profound Vision Impairment	
Other Health Impaired	
Special Learning Disabilities	
Special Services/Exceptional	

I declare and affirm that the child count reported by our district, as of December 1, 2016 is accurate and correct according to federal and state regulations and as referred to in ARSD, Chapter 24.05:17

Certified by:

Title:

Date Signed:



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## CONTACTS OR QUESTIONS?

Informational & guidance documents regarding this data collection will be posted to the December Child Count webpage.

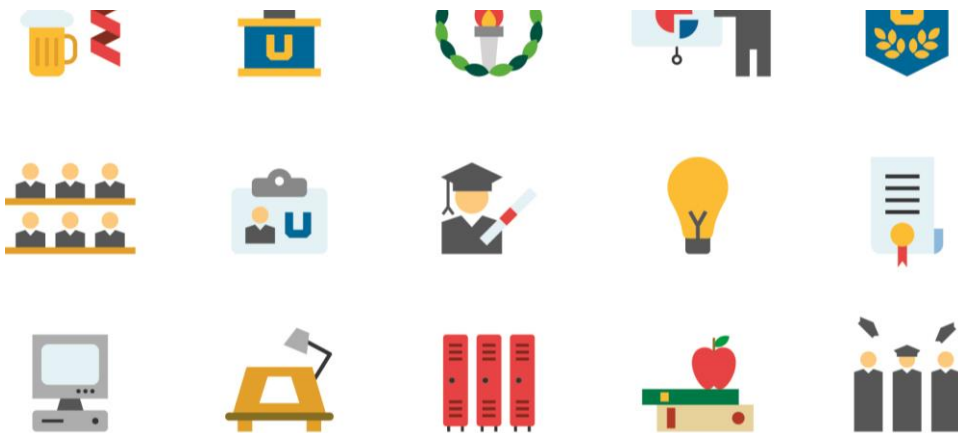
<https://www.doe.sd.gov/ofm/data-childcount.aspx>

### Contacts:

- For questions about appropriate data submission – **contact your SE regional representative**  
<https://doe.sd.gov/sped/documents/0821-SPEDreps.pdf>
- or Angel Corrales 605-773-3783
- For questions about how to enter data to Campus or extracting the data from Campus – **contact Teri Jung, 605-773-8197**
- For questions about using the data submission program – **contact Bobbi Leiferman, 605-773-5407**



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Miscellaneous |

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## Next Sped Director Call

December 21, 2021

SPED Director calls are recorded and posted at:

<https://doe.sd.gov/sped/directors.aspx>

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